R E P O R T R E S U M E S

ED 011 027 UD 002 474

S.U.T.E.C., A PROJECT TO DEMONSTRATE THE EFFECTIVENESS OF A SCHOOL UNIVERSITY TEACHER EDUCATION CENTER IN PREPARING TEACHERS OF DISADVANTAGED CHILDREN.

BY- GEWIRTZ, MAX WEINBERG, GEORGE
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

PUB DATE 31 AUG 66

EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *EVALUATION, FACILITIES, *TEACHER EDUCATION, *DISADVANTAGED YOUTH, DISADVANTAGED SCHOOLS, EVALUATION METHODS, EXPERIMENTAL PROGRAMS, EXPERIMENTAL SCHOOLS, ADMINISTRATIVE PROBLEMS, COMMUNITY COOPERATION, PERSONNEL, ENRICHMENT PROGRAMS, NEW YORK CITY, ESEA TITLE I PROJECT

THE PLANNING PHASE OF A COOPERATIVE PROJECT OF THE QUEENS COLLEGE EDUCATION DEPARTMENT AND A DISADVANTAGED QUEENS PUBLIC SCHOOL WAS EVALUATED. THE GOALS OF THE PROJECT WERE TO PROVIDE (1) UNDERGRADUATE AND PRETENURE TEACHER TRAINING FOR POTENTIAL LEADERSHIP ROLES IN DISADVANTAGED SCHOOLS, (2) A PROTOTYPAL EDUCATIONAL FACILITY, AND (3) AN UPGRADED EDUCATION FOR STUDENTS. THE PROJECT PLANNED TO PROVIDE MORE PROFESSIONAL STAFF IN THE SCHOOL AS WELL AS SUCH SERVICES AND ACTIVITIES AS A PRESCHOOL MEAL, SNACKS, ENRICHMENT MATERIALS, SUMMER RECREATION, AND AFTER-SCHOOL STUDY CENTERS. SOME RECOMMENDATIONS ARE MADE--(1) BECAUSE OF THE POTENTIAL DIFFICULTIES IN A DUAL SCHOOL-COLLEGE DIRECTORSHIP, THE RESPONSIBILITIES OF ADMINISTRATING THE PROGRAM MUST BE CLEARLY DEFINED, (2) A COMMUNITY ADVISORY BOARD, WITH A PAID COORDINATOR, SHOULD BE CREATED AS A LIAISON BETWEEN THE NEIGHBORHOOD AND THE SCHOOL, (3) THE BOARD OF EDUCATION MUST GUARANTEE THAT SUPPLIES FOR THE PROJECT ARE DELIVERED ON TIME. (NH)

ED011027

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Asscciate Director

Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

S.U.T.E.C. A PROJECT TO DEMONSTRATE THE EFFECTIVENESS OF A SCHOOL UNIVERSITY TEACHER EDUCATION CENTER IN PREPARING TEACHERS OF DISADVANTAGED CHILDREN.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Dr. Max Gewirtz, Research Director
District Superintendent, Retired
Board of Education of the City of New York.

UD 002 474

August 31, 1966

Assisted by:
Mr. George Weinberg, Senior Educational Associate, Center for Urban Education

TABLE OF CONTENTS

Page

1. Objectives of the Project.....1

2. The Planned Program.....1 & 2

3. Facilities.....3

4. The Project Area.....3

5. The Findings.....4 & 5

6. The Appendix.....6-25

Objectives of the Project:

The primary objective of the School University Teacher Education Center Program is comprehensive training of teachers of disadvantaged children. The specific aims are to:

a) Prepare teachers by means of a program extending into the pre-tenure years, using an elementary school in a disadvantaged area as a focal point.

b) Provide a pattern for making optimum use of school and college facilities for the preparation of teachers for schools in disadvantaged areas.

c) Provide a nucleus of teachers who, through participation in the undergraduate and pre-tenure phases of this project, are well equipped to serve as leaders in other schools in disadvantaged areas of New York City.

d) Provide a prototype educational facility responsive to community problems and needs in disadvantaged areas.

e) Upgrade the education for the children enrolled in the experimental school (P.S. 76 Queens) and in the other schools to which college students in the project will later be assigned as teachers.

The Planned Program:

A) The Planned Program is to provide these added instructional personnel in the experimental school (P.S. 76 Queens)

1. An additional Assistant Principal, to visit classrooms, give demonstration lessons, and assist teachers in presenting course content meaningful to the children in terms of their backgrounds.

2. Three additional teachers to provide remedial assistance and to assist in the development of new materials.

3. Three resource teachers to help teachers make use of community resources such as libraries, business establishments, parks, churches, etc.

4) An audio-visual coordinator to collect audio-visual equipment and materials, appropriate to multi-racial groups, preview these materials before presentation, familiarize teachers with the contents, and train teachers in the use of equipment.

5) A speech teacher to work with individual children and with groups.

6) A psychologist.

7) A social worker.

8) A psychiatrist, part-time.

9) A physician, part-time.

10) A nurse, part-time.

11) A dentist, part-time.

12) School aides, part-time.

13) A school secretary to serve the additional personnel.

B) Additional services and activities at the Elementary School Level

1) In addition to the free-lunch program, food will be provided appropriate to various cultural groups, for the before-school study program, the after school study program, and the snack program.

2) Library resources such as books, magazines, newspapers, in English and foreign languages, related to various cultural groups, and to community activities.

3) Teacher orientation for those newly assigned to the school, to include background material on the student population and the neighborhood presented by guest speakers representing local community groups such as police, business, clergy, housing, welfare, fire prevention.

4) Summer school recreational programs, and camping experiences.

5) An after school study center.

6) Cultural trips.

C) Additional Activities on the College Level

1) Library resources to reflect the cultural and intellectual features of the children's background and common interest.

2) A curriculum production program supervised by a Curriculum Specialist.

3) A summer trip program for pre-tenure teachers consisting of visits in the school neighborhood, visit to community leaders and to parents.

4) Pre-professional experiences of teacher-trainees such as observation of experienced teachers, participation in classroom activities, in community research, and in inter-disciplinary courses.

5) An Inquiry-Research Center active in community research projects, teaching and providing new materials for teachers in the center for the students.

Facilities

The project is located in P.S. 76 Queens, new school designed for a pupil enrollment of 1400, but for the purpose of the project the enrollment is limited to 950 kindergarten through grade 6, so as to allow adequate space for the various activities described in the plans.

Project Area

The experimental school, P.S. 76, Queens, is located in a mixed factory and low income residential area in Long Island City. The school has been designated as a "special service" school and is thereby entitled to additional personnel and services. The school population is mixed culturally and economically. Culturally, it consists of approximately 60 percent of the older European immigrant "white" groups and 40 percent of Negroes and Puerto Ricans. Economically half of the white families are very poor, half middle income. Of the Negroes and Puerto Ricans, three quarters are poor and one quarter middle income.

Evaluation Design

Since the present phase of this project involves planning for the following school year (1966-1967), the basis of evaluation has been observation, interviewing, and description. The goal of evaluation has been to ascertain to what extent planning has been in progress. To obtain this information, the school was visited at different times in June, August, and September. Key personnel included the two Co-directors, the Coordinator, the Research Coordinator, a Resource Teacher, the Audio-Visual Coordinator, the physician, four newly appointed teachers, a Neighborhood Youth Corps worker in charge of Day Camp Counselors and a Secretary. Teacher orientation sessions were observed as were staff meetings of the S.U.T.E.C. group.

Findings

The project staff is well trained, committed, and experienced. They have chosen to participate in the project because they are interested in the problems of education in a difficult urban setting. They like to work with children and are sympathetic to the problems of disadvantaged children, including members of minority groups. Without exception, those interviewed were enthusiastic about their participation in this attempt to find solutions to the problems of teaching "disadvantaged" children. The principal of the school is a mature, experienced educator, with respect and warmth for pupils, teachers, and parents. His co-director, a member of the staff of Queens College, is an enthusiastic teacher of education students. She has many ideas and specific plans to prepare students for teaching disadvantaged children. The coordinator is fitted by temperament, cultural identification, and skills in human relations to carry on the day-to-day planning and operation in an organization binding two groups, school and college in a common undertaking. The physician has experience in pediatrics and a psychological background to enable her to do a careful diagnosis of children with reading difficulties.

The audio-visual aid s coordinator is experienced in teaching as well as the audio visual aides; energetic, resourceful in ordering his materials, following up in orders not received in time, and borrowing equipment from other schools, to use in teacher and parent workshops. The four newly appointed teachers are eager, hard-working neophytes who asked to be appointed to the experimental school. They see their service in the school as an opportunity to grow professionally and to implement their feelings for children who need help. They were glad to be able, during the summer, to meet the children who would be in their classes in the fall, visit some of the parents, and become acquainted with the community setting of the school. The adolescent Neighborhood Youth Corps enrollees acting as day camp counselors were having an educational experience in getting to know their city and the satisfaction of participating in a project to help children in their community.

The members of the Queens College Staff see in the S.U.T.E.C. Program an opportunity to work on a research problem in an empirical setting. It represents research in a live setting, with the ability to check their findings at interim points. At the same time it is refreshing to be in contact with all the persons involved in the situation:- children, parents, teachers, teacher aides, education students, administrators. They are optimistic about their quest to uncover the origins and backgrounds of the elements of disadvantage in the lives of the children.

RECOMMENDATIONS

1. The pattern of dual directorship presents a source of difficulty and confusion. The Principal of the school should have the responsibility for all the activities that take place in the school. The College Administrator is responsible for the services that the College provides in the school. In order for the Principal to carry out his responsibilities in the school, the College Administrator should submit all plans and procedures to the Principal so that these are properly integrated into the functioning of the school. This is consistent with the cultural pattern in the community; teachers, parents and other members of the community regard the Principal as the leader of the school and hold him responsible for its operation.

2. A Community Advisory Board should be organized. The Advisory Board should consist of representatives from various groups in the community such as business, labor, denominational groups, social agencies, i.e. family agencies, community centers, Ys, etc. The Parents Association should also be represented. The Advisory Board should have the professional services of a Community Coordinator, a person with a degree in social work and experience in community organization. He should be supervised by the College Coordinator.

The Community Advisory Board should act as a line of communication between the school and the community, interpreting each to the other. It should meet regularly, elect its own officers, and finance itself, except for the salary of the Coordinator. Its recommendations should be seriously considered by the school; when it is not possible to carry out any recommendation, the reasons should be fully discussed with the Advisory Board. The functioning of the Advisory Board should help make

the school responsive to the needs of the community and help the community understand the efforts the school (and Project) are making to meet those needs.

The Bureau of Supplies of the Board of Education needs to devise means to expedite the delivery of supplies ordered by the school for the Project. Concrete materials are a basic requirement for the successful instruction of disadvantaged children. The absence of such materials changes the teaching process from the concrete to the abstract and places a strain on both teachers and pupils. The delay in delivery of supplies thus interferes with carrying out the basic aims of the Project.

APPENDIX

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College Education Department
36-36 Tenth Street
Long Island City, New York

Mr. Abraham Kaplan, Principal
Florence Chazon, Assistant Principal
Leo Kraftowitz, Assistant Principal

Dr. Thelma Adair, Co-director
Mildred Roberts, Project Coordinator

QUEENS COLLEGE STAFF INVOLVED IN THE S.U.T.E.C. PROGRAM

Staff Member	Title	Function
Dr. Philip Furst	Sociologist (2/3 time with S.U.T.E.C.)	Community studies. Building background information file on community. Guiding college students in community contacts. Available as consultant for classes. (2/3 time) Part of advance summer staff.
Dr. Frankie Beth Nelson	Anthropologist	Instructional responsibilities. Teaches class in sociological and anthropological foundations of education. Works with parent groups. Investigates community attitudes toward education. Was part of summer staff conducting community workshops
Dr. Marcia Guttentag	Education. Psychologist (2/3 time)	Instructional responsibilities teaching Education. Psychology in coordination with course in curriculum methods and materials. Cooperating in designing research. Assisting in selecting and developing instruments for research.
Dr. Ruth Dale	Curriculum Specialist	Coordination of college staff's work in producing materials for use with college students, teachers and children in schools. Development of written and Audio Visual materials to fit needs of urban children. Evaluating the effectiveness of such materials. Evaluating commercially produced materials. Cooperates in the instructional area by serving as a resource person for the college staff.

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

QUEENS COLLEGE STAFF INVOLVED IN THE S.U.T.E.C. PROGRAM

Staff Member	Title	Function
Dr. Elaine Chapline	Education. Psychologist (full time)	Coordination of Research Heads Inquiry Institute in order to: Facilitate translation of research findings into implications for teaching and materials development. Designing and planning studies of personality and cognitive and background factors of college students related to teaching performance.
Dr. Lucille Perryman	Curriculum Specialist	Instructional materials responsibilities; teaching curriculum course and children's literature course for college students. Cooperating in supervision of students' work in classrooms. Cooperating in development of school's organizational pattern for pre-school level. Guiding beginning pre-school teachers in the development of their program; i.e., group composition, home visits. Refining existing techniques and developing new techniques for describing and evaluating children's growth; i.e., language development motor development interpersonal and social skills' development, etc.

Two additional research staff members are provided for in our budget.

School-University

Teacher-Education Center
(P.S. 76, Queens)

Summer Program

Neighborhood Youth Corps
Vocational Work Study Group

Places visited by teenagers and children:

United Nations
Pan Am Building
Daily News Building
Chrysler Building
RCA Building - NBC T.V. Tour
Newsweek Building
St. Patrick's Cathedral
Radio City Music Hall
New York Times Building
George M. Cohen Building
Time-Life Building
Allied Chemical Building
Chase Manhattan Money Bank Museum
Museum of Famous People
Contemporary Crafts Museum
Statue of Liberty
Fire Dept. Museum
Guggenheim Museum
Empire State Building
Police Academy
Brooklyn Children's Museum
Central Park Zoo
Bronx Zoo
Washington Square
Rockefeller Center
Museum of Natural History
Cardinal Spellman's Residence
Grand Central Station

REACTION TO SUMMER PROBATIONARY EXPERIENCE

I consider myself quite fortunate to have worked at and with S.U.T.E.C. this summer. My learning experiences have been valuable to me as a teacher and as a person.

The in-service staff workshops were excellent. The guest speakers provided a wide scope of information about educational materials, the school and its surrounding areas. The individual committees were worthwhile discussions about school problems. These workshops made me feel part of the staff and not just the "student teacher".

As a student I had wondered where all the books come from. As a teacher I found out. For the first few weeks I was busy checking, typing, and rechecking books and "R" requisitions. At times I felt this was not what I was supposed to be doing. During these times I did not feel that I accomplished much except to brush up on my typing. However, this secretarial work brought me into contact with school personnel other than teachers. At times I observed that a school is only as efficient as its secretaries.

Working in our "office" I was introduced to the administration. As a beginning teacher, this was a great benefit to me. I know the administration and its policies before I even start teaching. Our "meetings" prepared me for what I will be expected to do.

Starting with S.U.T.E.C. from the beginning gives me an enormous feeling of pride. I feel very acquainted and at home with its dreams and ideas. The discussions we had with Dr. Adair and Mrs. Mann were very helpful. It was a good feeling to know they were there when I needed help.

The negative attitudes I have are few. I felt there was too much secretarial work to do. After all the books were ordered the work tapered off somewhat. During the month of June I felt I was used by the administration. I was made a substitute teacher without any advance notice or preparation. Substituting in classes I knew nothing about was a threatening experience. It made me feel very inadequate. It was at times like these that I had second thoughts about teaching.

One of the worst things about the program was not getting paid. There was a certain edginess when we did not get paid. I was losing my motivation quickly. What do I tell the phone company -I have a jo but I don't know when I'm getting paid. I don't know whether the disappointment of not getting my check or the lure of the country made me decide to leave the program early. At this time, I still have not received any word.

Despite these bad experiences I feel that this teacher-training program definitely should continue. Working at S.U.T.E.C. has placed me in the thick of the program. It has given me an insight into the school administration, staff, and children that I might not have gained any other way. This summer program has instilled confidence and competence in me. My only hope is that I can fulfill all the dreams that S.U.T.E.C. has inculcated in me.

CLASS I D ROOM 304

FIRST DAY PLAN

This plan is tentative. It will respond to and develop and change with the children. There is much time allotted for maximum opportunities for pupil-teacher planning. The flexibility of this plan provides a variety of first hand experiences for the children.

Introduction to
- a. Room
- b. Children
- c. Teacher and Student Teacher

Routines
- a. hanging up coats
- b. entering and leaving the room and school
- c. signals for getting teacher's and children's attention
- d. inspections, attendance, milk and lunch money, etc.
- e. class supplies
- f. class and classroom responsibilities

Reading Diagnostic Tests
- a. open end sentences
- b. open book
- c. ditto sheets

Arithmetic Diagnostic Tests

Introduction to School Daily Bulletin

Paint class mailbox

Introductory lesson on sound - use tape recorder

Plan for decorating the classroom - make a disc for the door

Plan for class library

Sing Down - use guitar

Read a chapter of a story

Discussion of what we did during the day and what we will do on Tuesday

CLASS ID

SEATING PLAN

It is my hope that certain specific needs of the children will be met by this seating plan. It is flexible.

Table 3

John: bright but aggressive and emotional
Jemmy: bright, well behaved
Kenny: needs a great deal of help
Gina: bright, creative
Aida: needs encouragement, pleasant
Gabriela: works well

Table 4

George: progresses well
Danny K: well behaved, science good
Brenda: depressed, very aggressive, cannot make friends
Robin: good worker, anxious to please
Sheryl: outstanding student
Marci: cooperative and considerate

Table 1

Jane can do fine work, very aggressive
Terry: very bright, well adjusted
Himlers: aggressive, speech difficulty
Isabel: well behaved, needs encouragemen
Ronald: oral good

Table 2

Timmy: very aggressive, math good
Freddy: excellent student
Connie: very aggressive, must be made to feel wanted, sits near me
Johanna: withdrawn, music good
Lynda: talkative, good work
Danny W: good in all areas

INFORMAL SEATING ARRANGEMENT:

I would prefer to make this up after I have seen the children interact in their "formal seats".

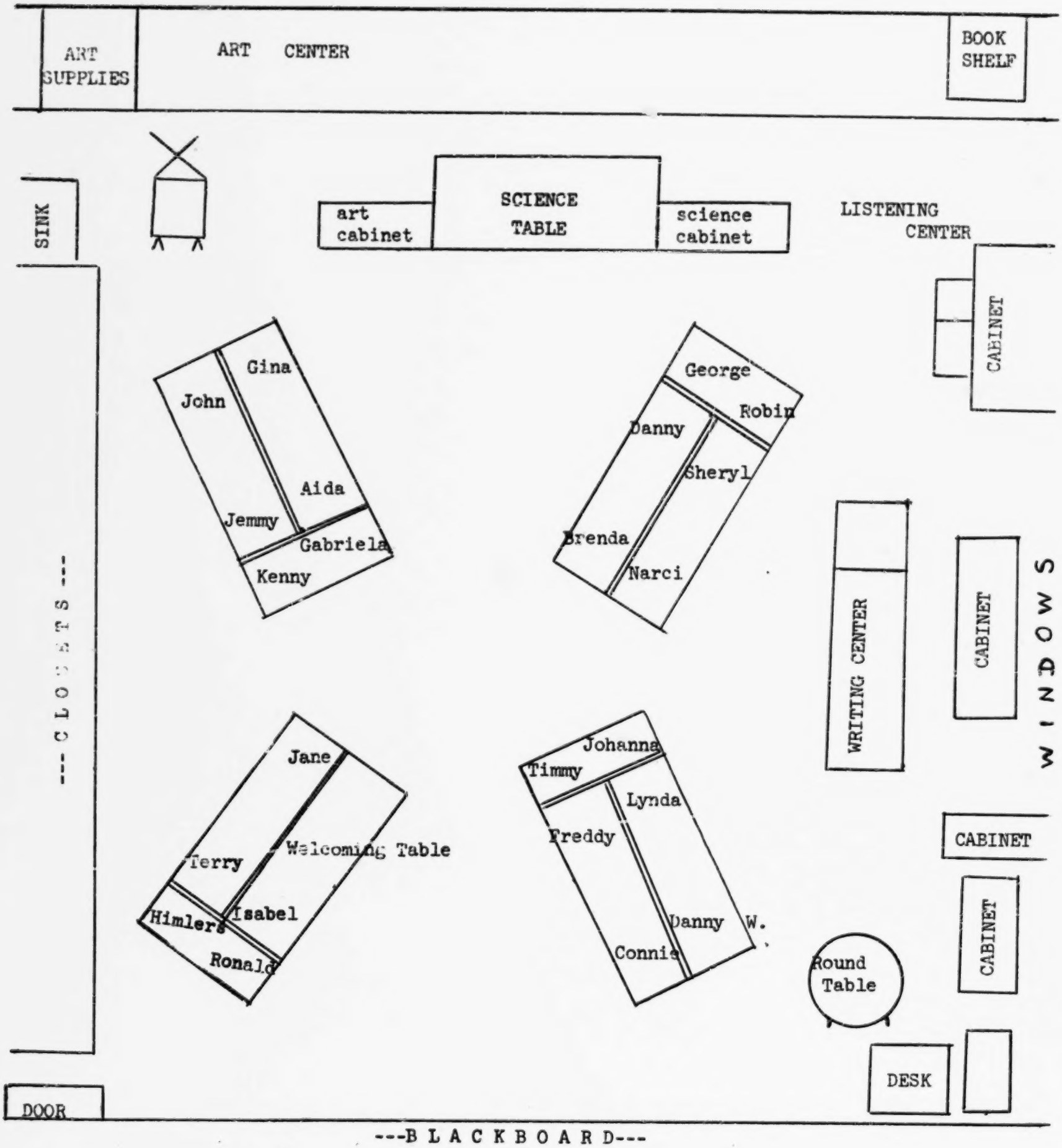
WENDY WINITT

CLASS I D

12

CLASSROOM PLAN

Room 304



School University Teacher Education Center
P. S. 76 Queens
36-36 Tenth Street
Long Island City, New York

Telephones: 361-0129
361-0145

Abraham Kaplan, Principal
Thelma Adair, Co-Director

To: SUTEC College Personnel
From: Thelma Adair

SUTEC has been a beehive of activity all summer. A complete resume of all programs and activities is available. I wish to point up a few things that might be of particular interest to you as you prepare for the fall.

1. The school from pre-kindergarten through fifth grade has been organized on a non-graded basis. (The two sixth grades remained intact and work a phasing out of the last P.S. 83 classes). The organization plan used is a composite of many ideas and will need to be modified as experience indicates. Classes are heterogeneously grouped, boy-girl balance, ethnic balance, pupil interest and needs as indicated on records and as identified by staff acquainted with a child's record of scholastic achievement, etc.

2. An individualized approach to reading instruction will be used in all classes. Many, many extra trade books have been ordered to insure each class a sufficient supply of books according to the needs of the pupils. Some delay in delivery is anticipated but within a reasonable period of time most class needs could be met.

3. Ways to individualize instruction in the curriculum areas is to be pursued. Special attention is being given to the kinds of mathematics materials and experiences that are available. Budgetary limitations have prevented us from ordering sample supplies for each classroom with the exception of Cuisennaire Rods. The Small Team Centerrooms for each class cluster will be used as a common mathematics center until additional materials are procurred.

4. Specific areas will be designated for each class. These may be the small team centerrooms, or space in the library distribution room, or assistant-to-principal offices, etc. Specific areas should make it easier to schedule conferences involving the student teachers, participants, members of the Inquiry Institute, Research Institute, Health Services, Guidance Services, college courses, curriculum committees, etc.

5. SUTEC will soon need a committee on committees. Each teacher in the school will have an opportunity to serve on a curriculum committee, service committee and "an ungraded" committee.

6. The project proposal suggests that the school provide "before school experiences" for the pupils. A tentative beginning is being made toward providing

a more informal beginning of the school day. In lieu of lines and classes moving into the school en mass -children after 8:30 (hopefully as early as 8:00 or 8:15) will be admitted to the building. A choice of activities will be provided supervised by school teaching staff and school aides. This procedure was discussed at both the Teacher In-service Workshops and Aide In-service Workshops.

7. The total food program has been reviewed. Plans for breakfast are being developed. The lunch period will be staggered with approximately one-third of the school eating at a time. School aides and student teachers will be asked to eat with the children in small group family-style setting. This should permit for a relaxed and satisfying period. A choice of activities for pupils will be provided during the lunch period, table games, film showing in the auditorium, in-door games in the gym, out-of-door games, the library and art rooms will be opened. Many other possible experiences have been discussed and will be added.

8. The school has a number of additional aids hours assigned because of the SUTEC project. A number of ways effectively using school aides have been explored at our Aide Summer Workshops. During the fall period many of these suggestions will be implemented.

The school will be cooperating with the local community progress center in the use of specially trained aides. The aides assigned will possess a variety of skills -perhaps you will find them helpful in your activities.

9. The Center is negotiating for a bus to be assigned daily for the total school day. Early morning, noontime and afternoon pick-ups must be made for college students. During the morning and afternoon (9-11:30 and 1-2:45) the bus will be free for the pupils'use. With the bus the school community becomes a daily teaching resource. The schools proximity to the major traffic arteries puts the various boroughs at our doorstep. So flexible trip scheduling under a variety of conditions to the usual, not so usual and even unique places can be a daily reality.

10. A full time Audio-Visual Coordinator is a part of the regular school staff. The services of the Coordinator were available for some planning and organization of equipment during the summer.

It is hoped that rooms eventually will be individually equipped with basic audio-visual equipment such as, primary typewriters, taperecorders, phonographs, filmstrip projectors, etc. Every room is equipped to receive from the closed-circuit television. Discussion as to the use of this facility is invited.

11. The majority of the school building facilities have been completed. Plumber strikes, work stoppages, lack of parts, etc. will mean that there are still many unfinished areas. This will present some operating difficulties and frustration. For the most part offices and classroom are ready.

12. The SUTEC Library is in the process of "becoming" - $1080. of books, magazines have been ordered under ESEA Title I Funds. Additional funds have been requested. Copies of professional books,magazines and papers are being sought. Remember SUTEC as you scan your library shelves.

5. SUTEC will soon need a committee on committees. Each teacher in the school will have an opportunity to serve on a curriculum committee, service committee and "an ungraded" committee.

Procedures for organizing and implementing the committee structure were developed in the summer supervisory conferences. Committees should be representative of the total SUTEC project, thus membership should include school and college teaching and supervisory personnel, student teachers, researchers and appropriate members of other project components. Committee meeting time, place, etc. can be announced in the daily school bulletin. Minutes of committee meetings should be distributed to all staff, teaching, supervisory, health, guidance, research, etc. This may seem cumbersome and burdensome. We welcome suggestions as to ways of keeping everyone informed of activities and projected plans. The size and scope of the project make it mandatory that channels of information be established and maintained. So help us in the "Search" for better ways of doing this!

Summaries of the Summer SUTEC programs are available in Room 108.

School University Teacher Education Center
P. S. 76 Queens
36-36 Tenth Street
Long Island City, New York

Abraham Kaplan, Principal
Thelma Adair, Co-Director

SUTEC Speaking

From: Thelma C. Adair

To: All Student Teachers

Welcome, you are expected, wanted and needed. In fact you are one of the chief ingredients of the SUTEC "product mix". You are one of our main reasons for SUTEC existence. You perhaps are full of who, why, when questions. Let's try a few answers.

What is SUTEC?

SUTEC is the School University Teacher Education Center of Queens College of the University of the City of New York and the Board of Education of New York City.

Why was SUTEC formed?

Several years ago administrators and educators of fourteen cities seeking solutions to problems of urban schools participated in the 14 Great Cities Project. Three of the school systems participating in this project were asked to develop special demonstration programs. New York City was one of the three, and as far as we know the only one ready to implement a program.

Who sponsors SUTEC?

The project proposal for the School University Teacher Education Center was developed jointly, by members of the Education Department of Queens College and designated staff of the Board of Education of New York City. This is one of the unique features of SUTEC. It is a cooperative endeavor of a college preparing teachers for the Urban Complex and a school system seeking competent teachers to meet the many needs of schools in the Urban Complex.

What is SUTEC really?

A project to demonstrate the effectiveness of a School University Teacher Education Center in preparing teachers for schools in the Urban Complex.

Where is SUTEC

SUTEC is located in Public School 76 Queens, at 36-36 Tenth Street, Long Island City, New York.

Who will be a part of the SUTEC project?

The project will include approximately 950 pupils enrolled in P.S. 76, Queens, Pre-Kindergarten through sixth grade, approximately 150 Queens College students, parents and other persons from the community, staff of the school and various center components.

Who are the pupils?

The school population is drawn from several nearby areas. It will be an integrated and ethnically-economically balanced school population. A large percentage of the pupils will be bussed into the school.

College students?

Approximately 35 sophomores, juniors, seniors respectively will be selected at random each for participation in the project. They will continue to be related to the project during their first three years of teaching.

What are the specific objectives of the project?

The primary objective of the School University Teacher Education Center is to provide a comprehensive educational program for teachers planning to work in the schools of the Urban Complex.

The project will:

a. Prepare teachers by means of a program beginning in their sophomore year and extending into the pre-tenure years, using an elementary school representative of the multi-faceted dimensions of the Urban Complex as the focal point.

b. Provide a pattern for making optimum use of school and college facilities for the preparation of teachers for schools in the Urban Complex.

c. Provide a nucleus of teachers, who, through their participation in the undergraduate and pre-tenure phases of this project, are well equipped to serve as leaders in other schools,especially schools in so-called disadvantaged areas of New York City.

d. Provide a prototype educational facility responsive to community problems and needs in an urban setting.

Translated —- This means that Queens College and the Board of Education of New York City hope to provide a program that will produce teachers that are able to understand the problems of schools in urban setting, to understand the needs of children in schools of the Urban Complex, to be able to cope with the diversity and multiplicity of problems peculiar to schools of the Urban Complex,

to begin professional studies early in the college sequence in the typical school setting, to see and experience the best possible program for elementary-age children.

To be a part of the search for: effective teaching procedures; appropriate, realistic, informative, appealing curriculum materials; diversified learning experiences that will meet the needs of each pupil; maximum utilization of the creative abilities of the total school staff; maximum utilization of children and parent potential; effective use of skills and abilities of professionals in other disciplines; continuing evaluation and growth for good education for all children.

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College
36-36 Tenth Street
Long Island City, New York

Abraham Kaplan, Principal Dr. Thelma Adair, Co-director

CURRICULUM AND SERVICE COMMITTEES

AIM: To build on our workshop experiences, our reading program evaluation and develop a school-wide program of action and assistance to all teachers. The SUTEC curriculum committees have their beginnings in the SUTEC July, 1966 in-service workshops.

In their excellent evaluation of our July, 1966 inservice workshops, the participating SUTEC staff members indicated their real satisfaction in being able to participate in the planning, implementing and evaluating of our SUTEC program.

The staff expressed the hope, in their workshop evaluations, that the entire faculty of SUTEC would continue to have the opportunity to actively participate in the development of our curriculum decisions, programs, practices and materials. This is our challenge, our hope, our responsibility.

Through actively functioning curriculum and service committees, our SUTEC staff will have the opportunity for real participation in the administrative decision-making process at SUTEC.

Our teachers have a considerable contribution to make to this process and the development of our program. It is the teacher who effects change and not the program in and of itself. We are stating in SUTEC that teachers are professionals, with the talent, creativity, experience, training, background and responsibility for self-direction and self-evaluation as they continually experiment and teach creatively in terms of sound educational philosophy. They have special insights into the needs and experiences of their pupils.

The ultimate goals, responsibilities and activities of these committees would be decided by the committee members as representatives of the thinking of the total staff, guided by the particular needs of the SUTEC program.

CURRICULUM AND SERVICE COMMITTEES THAT WILL MEET DODAY, FRIDAY, SEPTEMBER 9th from 1:10 p.m. to 1:45 p.m.

READING IMPROVEMENT COMMITTEE : Temporary co-chairmen: Ismay Lawrence
Liz Palmer

Room: 230 Marvis Hazel Eleanor Beers Martha Fodor
Peter Ruikis
Bernadine Clay

COMMUNICATION SKILLS COMMITTEE: Temporary chairman: Michael Friedman

Room: 228 Rose Swirsky Stella Rizzo
Wendy Winitt Diana Moutsinas

LUNCHROOM PROGRAM COMMITTEE: Temporary chairman: Marion Yordan

Room: 205	Florence Fertik	Brenda Robinson
	Lorraine Schuman	Lucy Newman

PUPIL PARTICIPATION COMMITTEE: Temporary chairman: Harley Granger

Room: 204	Michael Lastoria	Diana Petkanas
	Mary Weiner	Marjorie Eckmann

EARLY CHILDHOOD COMMITTEE: Temporary chairman: Patricia Dunn

Room: 126	Helene Levine	Isabelle McNellon
	Miriam Morris	Eileen Helfer

Membership on all committees is voluntary and flexible.

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College Education Department
36-36 Tenth Street
Long Island City, N. Y.

Mr. Abraham Kaplan, Principal
Florence Chazon, Assistant Principal
Leo Kraftowitz, Assistant Principal

Dr. Thelma Adair, Co-Director
Mildred Roberts, Project Co-ord.

6-1	330	Weiner, Mary A.
6-2	332	Lastoria, Michael
1G	319	Friedman, Michael
IH	315	Moutsinas, Diana
IJ	317	Rizzo, Stella A.
IK	328	Palmer, Elizabeth
IL	207	Bokor, Selma
IA	300	Seiden, Gail
IB	301	Petkanas, Diana B.
IC	302	Clay, Bernadine
ID	304	Winitt, Wendy
IE	307	Lawrence, Ismay E.
PM	200	Buxton (Greenberg), Barbara
PN	202	Cesere (Schuman), Lorraine
PO	309	Eckmann, Marjorie M.
PQ	305	Sharabura, Catherine
PR	308	Robinson, Brenda L.
PS	311	Budne, Estelle
PE	208	Krimsky, Florence D.
PF	210	Chambers, Lucille A.
PG	204	Bakalis, Dorothy
PH	205	Beers, Eleanor
PI	206	Shanker, Pearl R.
PJ	211	Roukis, Peter
PA	217	Mohen, Jewel
PB	219	Swirsky, Rose
PC	226	Morris, Miriam J.
PD	228	Noguera, Nina
Kg. 1	115	McNellen, Isabelle
Kg. 2	115	McNellen, Isabelle
Kg. 3	117	Helfer, Eileen
Kg. 4	117	Helfer, Eileen
Kg. 5	126	Dunn, Patricia
Kg 6	126	Dunn, Patricia
Kg. 7	123	Hazel, Marvis A. (all day kindergarten)

Pre Kg.	119	Levine, Helena A.
Pre Kg.	121	Wishner, Sybil T.

Other Teaching Positions

Art	Newman, Lucy
Corrective Reading	Fodor, Martha
Cluster ($\frac{1}{2}$)	Sandow, Beatrice
Early Childhood Cluster	Friedman, Natalie
Health Ed.	Goldstein, Donald A
Home Economics	Yordan, Marion
Library	Fertik, Florence
Music	Dropkin, Barbara K.
Science	Molomut, Miriam
Speech	Schosheim, Pearl
Speech (Wed. only)	Grasso, Robert
I.T.T.	Brodwin, Jane S.
Audio Visual Coordinator	Granger, Henry R.
Guidance	Carr, Frances

School Secretaries

Blumenthal, Diane
Diamond, Ruth
Rogol, Nettie
Vacancy 2/5

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 and Queens College Education Department
36-36 Tenth Street
Long Island City, New York

Mr. Abraham Kaplan, Principal — Dr. Thelma Adair, Co-director

OUR DAILY BULLETIN — September 12, 1966

1. WELCOME

A hearty welcome to all newcomers and "oldcomers" to P.S. 76, the School University Education Center, a cooperative "effort for excellence" of the Board of Education and Queens College. Many of the exciting innovational ideas introduced and discussed by Drs. Thelma Adair, John Ames and Jack Roberts at our summer workshop were well detailed in our September calendar distributed last Friday.

2. CHANGING ROLES

Please refer to the mimeographed minutes of the Supervisory Workshops of Monday, August 8th, distributed at Friday's meeting, for a description of the changing role of the teacher and all professional personnel at S.U.T.E.C. Additional copies are available in room 108.

3. READING IMPROVEMENT COMMITTEE

The Reading Improvement committee met at 1:10 on Friday. The minutes of the Reading Improvement Committee meeting of Friday, September 9th, are in your mailboxes, thanks to committee secretary, Bernadine Clay. Committee members will be asking you your views on school reading needs this week. Committee members include:

Temporary chairmen, Ismay Lawrence, Liz Palmer, Martha Fodor, Peter Roukis, Eleanor Beers, Marvis Hazel, Bernadine Clay, assistant principal Florence Chazon, and resource supervisor, Florence Mann.

4. ROUTINES

Have teachers informed Mrs. Diamond (general office) of children reported to have moved?

5. Have teachers distributed Emergency Home Contact Cards?

6. Send to indicated persons requests for materials or services needed. (Use mail-boxes)

Audio-Visual . . . . . Mr. Granger - Room 203
Textbooks . . . . . Mrs. Chazon
Supplies: Science . . . . . Mrs. Molomut
Art . . . . . Miss Newman
Math. and General Supplies . . . . Mr. Kraftowitz
Curriculum bulletins . . . . . Mrs. Chazon

7. Have teachers distributed SLI forms for free or paid lunch?

8. MAILBOXES

Mailboxes should shortly have individual teacher's names with boxes arranged alphabetically, replacing the anonymity of room number designations. Use these to facilitate communication.

9. YOUR BULLETIN

This is our staff bulletin. Please let Wendy Winitt know of any special activities of your class, the day prior to desired publication.

10. CONGRATULATIONS

Our congratulations again to the new Mrs. Cesere and Mrs. Buxton.

11. TEACHERS-IN-TRAINING

The Teacher-in-Training Supervisor, Mrs. Mann, will be meeting this week with her cooperating teachers and teachers-in-training for planning joint efforts.

12. The Teacher-in-Training Supervisor, Dr. Frankie Beth Nelson, will begin joint meetings on September 19th.

13. College classes begin on Monday, September 19th.
College buses will be available for use by our pupils and teachers during the morning and afternoon school hours.

14. ADMINISTRATIVE DETAIL

As stated in this month's Calendar notes, to facilitate maximum communication Our Daily Bulletin should include administrative information previously included in day notices, newsletters and "calendars".

15. PARENT-COMMUNITY RELATIONS COMMITTEE

Staff members of the Parent-Community Relations Committee will include -

Aline Kitchin, Jewel Mohen, Estelle Budne and Miriam Morris

They will meet on Tuesday, September 13th, at 2:15 p.m. in Mr. Kaplan's office.

16. INFORMAL OPENING

A very quiet first day prepares us to begin our long planned for and discussed "informal opening" on Tuesday, September 13th.

17. COLLEGE MEETING

The first College staff meeting will be held Wednesday, September 14th, at Queens College in room "400" of the Dining Hall.

SCHOOL UNIVERSITY TEACHER EDUCATION CENTER

P.S. 76 Queens and Queens College Education Department
36-36 Tenth Street
Long Island City, New York 11106

COURSES TAUGHT AT P. S. 76 QUEENS

Ed. 1X-	Special S.U.T.E.C. Course; a study of Culture in Urban Settings- Miss Harmon
Ed. 10-	Human Growth and Development with Learning Process- Dr. Guttentag
Ed. 30-	Literature for Elementary School Children- Dr. Perryman
Ed. 44-	Guiding Child Growth and Development- Dr. Leiner